The Humber LEP Skills Commission

The Humber LEP Skills Commission was appointed by the Humber LEP to make independent recommendations on how to improve fundamentally skills levels in the Humber region.

Membership

Nic Dakin MP, Chair
Lord Haskins of Skidby, Humber LEP
Ian Bishop, Tata Steel
Sam Whitaker, Esteem
Malcolm Joslin, BP
Kevin Childs, Novartis Pharmaceuticals
Michelle Watson, University of Hull
Andrew Wren, East Riding College
Colin Saywell, Baysgarth School
Nina Stobart, Phillips 66
Marcus Walker, North Lincolnshire Council
Margaret Hicks-Clarke, Press Association

Commission staff

Lynn Benton, Employment and Skills Strategy Manager, Humber LEP
Pauline Davis, Interim Director, Humber LEP
Richard Kendall, LEP Manager, Humber LEP

Foreword

When Lord Haskins asked me to chair a Skills Commission for the Humber LEP I paused before agreeing, saying that for it to work it would need to be business-led, engage effectively with stakeholders and be evidence-based in its outcomes. Schools and colleges, I said, are brilliant at delivering what is asked of them but too often business is not clear enough about its needs and so it is the demands of national government that are given priority and responded to by education.

Having spent a lifetime in the Humber experiencing skills in all its many facets - a Hull University graduate, a teacher at the heart of Hull’s Preston Road Estate, a father of children going through the whole school and college system in Scunthorpe, Principal of John Leggott College and now MP for Scunthorpe County - I am acutely aware of the strengths and weaknesses of our skills infrastructure. This has been further reinforced in the evidence we have received from the many organisations that have given freely of their time and ideas in contributing to the Commission’s work.

What is abundantly clear is that we have the best of everything in the Humber but we do not have it consistently everywhere across the patch. If we are able, working together, to get everywhere in the Humber up to the standard of the best in the Humber, we will - through a myriad of small changes - transform the region. And we need to do this if we are to realise the huge opportunities that are within our grasp.

For the Humber, more than any other area of the UK, sits on the edge of great things if it can but respond to this challenge. It is well placed through its history and its geography to seize the opportunities presented today by renewable energy amongst other things. To do this it needs to maximise its strengths and, more than anything else, deliver on skills. For it is the people of the Humber that will make the difference to the Humber. I have been struck by the desire to make a difference that has characterised all those who have contributed to this report.

I thank everyone who has participated, including the excellent members of the Skills Commission and the Commission Staff who have worked hard to translate our debates into this report that we hope spells out the Humber Skills Challenge effectively. It is now up to all of us across Hull, the East Riding and northern Lincolnshire to get on with responding to this challenge and delivering the change that this report is a call to arms for.

Nic Dakin MP
Chair, Humber LEP Skills Commission
Introduction

The Humber LEP Skills Commission was set up in June 2012 to take a long-term look at the challenges, issues and barriers that the Humber faces in respect of skills, to review the initiatives that employers, education and training providers and other organisations are running to support employment and skills development, and to make recommendations on how the Humber should take advantage of opportunities arising from changes in national skills policy.

As part of its work, the Commission initiated an open call for evidence and received written or verbal evidence from 68 organisations. The Commission also examined recent skills research commissioned by the Local Enterprise Partnership and other partners.

The Commission’s work identifies priority policy proposals for negotiation with Government through the Hull & Humber City Deal, as well as actions that need to be taken forward by the Humber LEP and its partners to meet the objectives in the Plan for the Humber 2012-20151 and to implement Lord Heseltine’s recommendations in his report No stone unturned in pursuit of growth2. 

The gathering of evidence took place from September 2012 to March 2013. Questionnaires were circulated to employers and training providers, and the one-to-one interviews included employers, umbrella training providers, the Skills Funding Agency, Union representatives, schools and organisations that provide employment, training and skills support to either individuals or organisations. The report also took information from a range of published statistical information, such as NOMIS – Office for National Statistics, official labour market statistics, and some recent reports, including the ekosgen report3.

This document details the Commission’s findings and recommendations for the LEP and its partners to take forward, and summarises the evidence received. As this is an independent report, it will be for the Humber LEP to decide whether or not to implement the recommendations.

1http://www.humberlep.org/about-us/a-plan-for-the-humber
3Skills Research in Humber LEP, ekosgen, August 2012
Leadership and Governance

It is clear from the evidence we have received that the Humber response to our skills challenges has lacked leadership and co-ordination. There is a plethora of local and national initiatives and funding pots; one college, for example, reported that they managed approximately 39 different funding streams. Much good work is done in isolation and in partnership, but there is no overarching strategy. Nobody systematically identifies the Humber’s current and future skills needs on a regular basis and works out how to meet them.

This is perhaps an inevitable consequence of the over-centralised and prescriptive system in which we operate. It does not work effectively for us and it has to change if we are to make progress. Somebody needs to take charge, and the Skills Commission recommends that the Local Enterprise Partnership brings together business, political and educational leaders under one Board responsible for skills in the Humber. Unless we do this, and it is clear where the leadership and responsibility lie, few if any of our recommendations will ever be implemented.

Our first recommendation, therefore, is for the Humber LEP to establish an Employment and Skills Board, responsible for setting and delivering an Employment and Skills Strategy for the Humber. We welcome the Humber LEP’s early acceptance of this recommendation, which was made in an interim report, and the progress it is making in setting up the Board.

The Employment and Skills Board must have the confidence and co-operation of all providers for it to work. They will need to share information and work together to respond to the challenges it lays down. From the discussions we have had with providers while preparing this report, we believe most will be willing to do this. However, for the Employment and Skills Board to succeed where its predecessors have failed, it must have the teeth to earn providers’ co-operation, and that means real influence over what they are funded by the taxpayer to do.

Although there is plenty of funded provision, this does not always meet the needs of employers or local people. Training providers operate within a complex system of multiple funding streams which are impenetrable to most employers. With the provider in the driving seat rather than the employer, this means that the system is often led by learner and provider demand rather than by the needs of employers and the economy.

Many of the organisations that responded said that policy relating to eligibility criteria is confusing, especially relating to young people. The evidence highlights issues with, for example, level 2 funding for people aged over 24, the new Level 3 Loans, the Age Related Grant and NEET funding from September 2013. There is also a need for greater coherence across funding streams; there are too many and they are often not sustained over a long enough period. This causes confusion and often leads to people not getting the support they require. The complexity of funding, especially through subcontracting, makes the ‘shaping’ of funding locally very difficult. There is also a lack of flexibility in how funding can be used; JCP for example felt that there was a need for BIS, SFA and DWP to work more closely together.

Employers definitely need to play a greater role in how funding is targeted and used and this could be done through building on the principles of the Employer Ownership of Skills or Skills Enhancement Fund model, whereby employers receive funding for training, but it must be matched by their own resources. This fits into Government policy in relation to employers contributing more to the training of their workforce.
This will be challenging in the Humber region, because other research has shown that some employers are reluctant to pay for training or provide matched funding. It is also important that funding training via employers does not displace provision that is targeted at more vulnerable learners and people who are not in employment. The usage of the funding needs to be tightly controlled, so that employers do not use the funding for statutory training so that it is not used by companies who already have the infrastructure and means to support training. There is also a need for Government to look at employer incentives, such as tax relief, that would encourage employers to invest more in training.

As stated above funding is complex and training providers operate within a number of funding streams. This means that the system is often demand-led rather than needs-led, with the provider often in the driving seat rather than the employer. Funding that comes through the Skills Funding Agency is mainly targeted at apprenticeships for 16-24 year olds and those who are unemployed. This means that there are no incentives for employers to provide apprenticeships for those who are older, though there is a demand for them from local people. The total SFA funding that goes into FE colleges only amounts to approximately 20% of their total budget for training. Presently, any funding that is claimed by the SFA is recycled to meet country-wide SFA priorities, so would be lost from the area. Since there has been new legislation in regards to the raising of the participation age in education and training, the usage of the funding needs to be devolved to the Employment and Skills Board. This will be challenging in the Humber region, because some sectors also have difficulty accessing funding to up-skill their staff, especially the public sector, which needs to ensure that their staff have the skills to respond to changes that the sector is going through due to budget restraints.

Another funding issue relates to capital projects to support training. One of the major funding resources has been ERDF but, due to the length of time it takes to approve projects and funding, it is not responsive or flexible enough to develop new training facilities that are required for the wind/renewables sectors. The current round is also finishing and the new round will not start until 2014. Consultation on the new European funding streams is currently been undertaken.

In today’s environment it is no longer affordable for public funding to be used to pay for learning where there is not a reasonable expectation of a job outcome, while gaps exist for workers where funding is not being used to give them the right skills. This benefits neither learners nor employers. It is fundamentally important that providers should be able to offer provision that meets learner demand so as not to restrict anyone’s appetite for education, but the limited public funding available should be clearly directed towards economic need, not learner interest.

Local need is articulated best by local people, so the LEP and Humber local authorities should seek to gain influence over mainstream skills funding through the Hull & Humber City Deal negotiation, without becoming burdened with new bureaucracy. This influence should be devolved to the Employment and Skills Board.

Businesses must also play their part, since it is their needs that the Employment and Skills Board will be seeking to address. We have been impressed by the evidence we have received of how well good employers investing in their workforces and working with providers, such as Sewell Group, Blackrow Engineering and Nortech.

It is essential that employers like these get involved with the Employment and Skills Board’s work to articulate the Humber’s labour market needs.

For the Employment and Skills Board to drive the change required it will need to be properly resourced, with dedicated staff answerable directly to it. The LEP and its partners should look at how these resources could be found, and whether the pooling of some resources across local authorities, providers and business could reduce duplication and result in better outcomes for the Humber.

**Recommendations**

- The Humber LEP should establish an Employment and Skills Board, made up of employers, providers and relevant agencies, to develop and lead the delivery of an Employment and Skills Strategy for the Humber.
- The LEP and local authorities should seek greater influence over employment and skills funding through the City Deal, and devolve this to the Employment and Skills Board.
- The Employment and Skills Board should use its new influence to direct public funding towards economic need.
- Employers should engage in the Employment and Skills Board and provide it with the intelligence, guidance and information it needs to make decisions about future workforce requirements.
- The LEP and its partners should ensure that the Employment and Skills Board is properly resourced, and consider some pooling of resource to reduce duplication and increase effectiveness.
Skills shortages

The Humber has an unprecedented opportunity to create long-term skilled employment in a new sector: renewable energy. The Humber’s skills response to this opportunity over the next few years will determine how much local people can benefit and how positive an impact it has on our communities.

The information received showed that there were some real skills challenges across the Humber region. One of the main areas is that in all aspects of engineering the situation is exacerbated by the number of engineers who are due to retire, a fact supported by the ekosgen research. Replacement demand in the Humber is going to be a major issue due to the aging workforce. The figures provided by the Regional Economic Intelligence Unit for the ekosgen research show that by 2020 the total number of workers who will need replacing will be 32,400 across a wide range of sectors.

Evidence for research carried out for Green Port Hull and the wind industry showed that they required people qualified to level 3 or level 4. NOMIS statistics based on the Annual Population survey, Jan 2011 to Dec 2011, show that the Humber region falls well below the national average. At level 4 and above, the average across the four local authorities is 24%, whereas the national average is 33%. Similarly, with level 3 the Humber average is 44% and the national average is 53%. It is not only level 3 and 4 qualifications that are important; the area also needs to ensure that there is progression through all levels. The number of people without any qualifications in the region is above the national average, which is 10.6%. The average for the Humber is 11.45%, but Hull’s figure is 14.9% and this equates to 26,800 people.

Literacy and numeracy have also been highlighted by employers as major problems; some stated that people who have a GCSE in mathematics are not gaining employment due to their lack of numerical ability.

There has also been an erosion of skills in manufacturing generally, especially in trade and craft areas, including machining and joinery. Most of the skilled machinists are over the age of 60. Ports and logistics also have an aging workforce and jobs, such as stevedores, are not attracting young people.

The REIU also predicted the total recruitment requirements for 2015 and 2020, including growth, the effects of our transformational projects, such as wind energy developments, and replacement demand. The total recruitment needs in 2015 will be 20,833 and by 2020 the number required could be as many as 65,057. See appendix 1 for a break-down of the figures.
Evidence from Able UK indicated that about 10% of all jobs their site will accommodate will need higher-level skills. Many of them will be at level 2/3, such as shot blassters, welders and painters, and they can be trained over a period of 3 months.

There will be displacement of skills, but larger companies should be able to cope with this. The main problem lies with the smaller companies, who may find it difficult to compete with higher wages that the renewables sector will pay. For example it is estimated that 800 welders will be sought by new investors causing significant displacement, but one interviewee said that this would be exacerbated by the fact that the average age of a welder is 58.

Work has already been carried out by colleges in the wider area to address this problem and Selby College, working with Doosan Power Systems staff, recently ran a level 2 course that produced its first cohort of 24 in April.

-induced employment created by the offshore wind industry will also have an effect on the skills and employment needs of the area; similar developments, like the oil and energy sector developments in Aberdeenshire, have seen an increase in the smaller, specialist enterprises that play a supporting role to the sector, such as construction, consultancy, legal and financial services, human resources, catering and IT. These make up about 23% of the total of jobs created.

Evidence given by companies working in the renewables sector, such as Able UK and Siemens, highlighted the fact that inward investors felt that there was a workforce available that could be trained to take on the new roles. Research, which one of the many companies involved in renewables across the Humber carried out with their inward investors, has shown that opportunities covered the full range of jobs and qualification levels.

The workforce required was approximately 4,120 and covered the full range of jobs and qualification levels. The number could be a lot higher if the wider supply chain is taken into account, with this constituting 23% of total jobs created. Sir John Major, when talking about the NISSAN developments in the North East, said that for every one job created in the company, 4-6 jobs would be created in the supply chain. It is also predicted that approximately 11,000 jobs will be created in the Enterprise Zones by 2016. The Parsons Brinckerhoff research demonstrates that, presently, the Humber only has the capacity to train about 400 engineering apprentices to level 3 per year, so there is a gap between the demand and the supply. One of the other major skills gaps relates to the marine sector, due to the fact that maritime training has declined significantly in the region.

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<tr>
<th>Level</th>
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<tr>
<td>Level 5</td>
<td>20</td>
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<td>Level 4</td>
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<td>Level 3</td>
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Not all jobs will be needed at the same time, so this will require planning.

The up-skilling of the workforce is also vital in enabling our existing companies to take advantage of new opportunities. If the Humber does not up-skill its workers, the industry will have to bring in a higher proportion of workers from outside the area than they would want to. The area has one of the strongest manufacturing supply chains in the country and evidence presented to us showed that businesses are keen to become involved in the operations and maintenance of wind turbines, but are not sufficiently supported or prepared to deliver what the offshore wind sector requires, which creates a need to up-skill for the short and long term needs of the industry.

There is a need for multi-skilled staff to service wind turbines. It is vital that we up-skill ahead of demand; although this might be speculative, we need to take the risk. Investors in the offshore wind industry will be keen to drive down costs. This cannot be achieved by importing goods and workers, so we need to ensure that we have a skilled and ready local supply chain available.

*Humber sub-regional renewable sector skills and training study, Parsons Brinckerhoff, January 2012*
Although renewables is an important sector for the area, it was also recognised that offshore wind and its supply chain would have a wide impact on skills shortages in other areas and this would exacerbate the skills gaps that already exist. The evidence showed that health, social care and the leisure industry are already expanding sectors which would have wide-ranging opportunities, including caring, nursing, catering, grounds maintenance, hotels, accountancy and health management. There is also a shortage in highly qualified professions, such as health visitors and occupational health workers. The area also finds it hard to recruit doctors, which means that people are often recruited from overseas. Ports and logistics also have an aging workforce and jobs, such as stevedores, are not attracting young people. In manufacturing there has been an erosion of skills generally, especially in trade and craft areas, including machining and joinery, and most of the skilled machinists are over the age of 60.

The reduction in Government funding has also affected skills requirements and recruitment in the public sector, which is one of the biggest employers across the region. The decreasing budget in the public sector is a major challenge to recruitment and, therefore, in the East Riding of Yorkshire Council (EYRC) there is a policy of not recruiting where possible – using temporary employment instead. Young people are the most disadvantaged in this area because of their lack of experience and the age profile of the workforce is now becoming unrepresentative. This also means that people who apply for jobs need to have a new set of skills, especially relating to delivering services to the most vulnerable.

Recommendations

- The Employment and Skills Strategy should deliver a supply of qualified and skilled people to meet the needs of the priority sectors in the Humber.
- The LEP and local authorities should work with current and future employers to understand their needs and, through the Employment and Skills Board, ensure that there is provision available to meet their demands.
- Businesses and providers should collaborate to create a bespoke offshore wind facility based on the ‘CATCH model’ that is funded from both public and private investment.
- The Employment and Skills Board should promote the need for employers to develop higher level skills in their workforce, thereby creating career progression pathways, and consider directing match funding to support this.
Effective careers education, information, advice and guidance (CEIAG), supported by robust labour market information (LMI), is essential for encouraging people of all ages to follow appropriate learning paths that have a realistic prospect of a job outcome.

CEIAG is delivered by a wide range of providers and organisations, which include schools, colleges, private training providers and local initiatives, such as BEEP and Humber EBP. There is some excellent practice across schools and all types of training providers, such as the Lincs 2 initiative that is being developed in North East Lincolnshire.

The Common Applications websites for the North and South banks already include information, but this role could be further developed. One of the issues is that careers education, information, advice and guidance for pre-16s is now provided through schools and this means that the standard, content and how it is delivered vary from school to school across the Humber region.

Legislation relating to the raising of the participating age in education or training means that young people are not always aware of the full range of choices for post-16 education, due to the competition between schools, sixth form colleges, FE colleges and private training providers. Some schools are also only releasing specific pupils to attend CEIAG events, rather than giving all students the opportunity.

Many young people do not know about the roles that are available and there is a real need to ensure young people follow appropriate career pathways. STEM areas are not getting enough attention and young people often get an ‘oily rag’ impression of engineering trades; but this is not the case, and there are opportunities in logistics, project management and procurement. Young people also do not see manufacturing or production as a viable career route.

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The comments on CEIAG were again wide-ranging and included:

- CEIAG is frequently not impartial or focused enough. There needs to be an independent group to drive this forward.
- Many young people do not know about the roles that are available locally and there is often a lack of information about the opportunities.
- Career opportunities need to be "sold" to young people.
- Parents need to understand the opportunities that are available for their children.
- There is a lack of information in regards to opportunities in the offshore wind industry and the supply chain.
- There is now a mismatch between the standard of support for young people and adults, with adults generally getting a better service.
- We need more employers involved in mentoring and coaching.
- LMI is insufficient and restricted. If better information were available, providers would respond.
- We need more regular research at a local level.

There are already many examples of good practice, which expose young people to innovative careers guidance and LMI, and this needs to be embedded across the Humber. We asked for evidence from Malet Lambert and Goole High School who regularly invite employers into school, since they can inspire pupils about different careers/employability skills more effectively than any teacher. There is a need to have more employers involved, especially in relation to coaching and mentoring. It is also important to disseminate this good practice among employers and schools to inspire other businesses and schools to get involved. There is also a need to provide opportunities through links with employers for the professional development of school staff, teachers and careers advisors, in terms of industrial experience.

Labour market information, which is closely linked to the delivery of CEIAG, was also raised by a number of consultees. There is a need to improve information on opportunities through effective business intelligence. This needs to be supported by regular research, which raises the problem about how provision should be funded, as EBP, who provide a range of LMI to schools, is a bought-in service, so a percentage of pupils do not have access to the services that they offer. Schools that do buy into the service also do not always use the information effectively with students.

Recommendations

- The Humber LEP’s Employment and Skills Board should lead CEIAG/LMI across the Humber to ensure the close involvement of business and providers.
- The Employment and Skills Board should work with local authorities, providers and businesses to develop an independent Humber Careers Hub for CEIAG, including a central online repository for labour market information. Local authorities and providers should pool resources through the Humber Careers Hub to generate efficiency and improve service delivery.
- National Careers Service provision should be aligned with the Humber Careers Hub.
- The Employment and Skills Board should review and refresh the out-of-date Gold Standard for CEIAG to ensure it meets today’s needs. A public register should be kept of which schools and providers meet the standard to inform parental and learner choice.
- Compliance with the Gold Standard should be taken as evidence during inspections as part of Ofsted’s Common Inspection Framework for schools.
- The Humber LEP and business networks should improve business involvement in CEIG and LMI and develop a benchmark for both to ensure they are accurate and effective.
Nearly all respondents mentioned apprenticeships; this included the move from programme-led apprenticeships to the employer-led model, funding, a lack of employers who will take on apprenticeships and the quality of young people seeking them. Many small and medium companies struggle to cope with the demands of the apprenticeship frameworks and more support should be considered to encourage employers to increase the number of apprenticeships available. The recession exacerbated the situation, especially in small engineering companies. There is also a lack of employers who are willing to take on apprenticeships in some of the Humber LEP’s key sectors. There is a demand and supply problem, with young people wanting a technical apprenticeship, but no jobs available for them.

The evidence received showed that employers were supportive of apprenticeship programmes and many saw them as an important part of achieving a highly skilled workforce. There are some high-quality apprenticeship programmes in existence, but there are also concerns over some of the programmes that are run in some sectors, because they are not always directly linked to possible future job opportunities in the sector.

There were some concerns that apprenticeship frameworks were aimed at specific roles and were not flexible enough to meet the needs of a workforce that needs to respond rapidly to change. There is also a need to make apprenticeships a lot more accessible and an urgent need to develop apprenticeship pathways from schools and colleges to higher level apprenticeships. Evidence given to the Commission showed that finding employers to take on 18-24 year old apprentices is a struggle, because many want to employ mainly 16-18 year olds.

The fact that the removal of the age restriction for apprenticeships is not mirrored by funding being available is adding to this problem. The statistics from NAS for recruitment of apprentices across the Yorkshire and Humber show that employers are recruiting 18-24 year olds, so this point needs further investigation by the Employment and Skills Board. There is also a need to ensure that additional funding for apprentices results in an increase in the number of apprentices employed, rather than just supporting apprenticeships that would have happened without the funding being in place. Evidence showed that there is a reluctance to employ apprentices, because many people who applied for apprenticeship positions were not suitable or did not have the skills to do the work.

Employers also felt that apprentices sometimes take up a lot of investment and then leave. SMEs also often need apprenticeships that work across different disciplines, such as administration and marketing, and training is not geared up for this. Some people interviewed expressed concern about the quality of the apprenticeships on offer and indicated that there was a need to bring back traditional apprentices who learn their trade over 3/5 years. The Richard Review of Apprenticeships does address the issues of quality of apprenticeships and endorses a shift to terminal testing of the mastery of an occupation to achieve an apprenticeship.

From September Traineeship programmes will be introduced which are funded through EFA and are intended to match the needs of young people who are not ‘apprenticeship ready’. Traineeship programmes could be developed and could be targeted at sectors where there are current and future job opportunities.

5The Richard Review of Apprenticeships, Doug Richard, November 2012

Recommendations

- Apprenticeships are a good route into work for many people and for businesses to grow their workforces, so the Employment and Skills Strategy should have a specific aim to increase the number of apprenticeships in line with employment priority areas.
- The LEP should consider establishing an Apprenticeship Training Agency or Apprenticeship Hub to support more SMEs to take on apprentices.
- The Skills Funding Agency and Education Funding Agency should agree with the Employment and Skills Board the apprenticeship/traineeship needs for the area and report regularly to the board on how these are being met.
- The Employment and Skills Board should agree with the National Apprenticeship Service and the region’s employers, students and providers to promote apprenticeships, so that there is a greater understanding of the benefits of apprenticeships.
Employability skills

Employers are frustrated that people of all ages applying for work sometimes lack key employability skills, even if they have the necessary technical or academic qualifications. Skills like communication and teamwork are not ‘soft’ skills, as they are sometimes called: they are essential skills for work. The fact that people are leaving school, further education and higher education without these skills shows that they are not being given sufficient weight by providers, even though they have a major impact on the ability to gain employment, and in schools limited curriculum time means they are often squeezed out.

There are a number of examples of good practice relating to the development of employability skills, such as the work that the Sewell Group has been doing through Building Schools for the Future and the work of BEEP. The Future Hull project brings together a range of organisations to create jobs and other opportunities for young unemployed people.

The Hull Employability Charter provides the foundation of work and the skills listed within the charter are taken directly from the CBI annual education and skills survey. Employability skills are now embedded within the new 16-18 curriculum and the Humber Skills Pledges also include employability skills.

Although there is some really good practice, employability skills across all ages are a real issue and many young people are leaving school without a ‘work’ ethic. This situation is exacerbated by the fact that many young people in some areas are facing third generation unemployment in their families.

One of the other major concerns raised by a number of respondents, both providers and employers, was with regard to work experience. Concerns expressed included the fact that schools no longer had to provide work experience for their students and the lack of employer engagement in providing young people with work placements. There was a general concern that there was a need for more work placements for people of all ages, including students and offenders, and it is really important to match work experience with future job opportunities. It was also suggested that there was a need to fund the right sort of work experience. Extra work placements will also be required for the Traineeships and study programmes that are being introduced from September and this will put further pressure on employers.

Some areas of the Humber only have a narrow commercial base and are made up of SMEs, and this means that good-quality work experience is difficult to achieve. Another issue highlighted was that when employers slim down their workforces, it is much harder for them to take on work experience students. Students often want work placements that are not available for under-16s, such as in leisure centres.

Schools also expressed concerns that due to the challenge for young people to achieve 5 GCSEs A*-C, the current curriculum does not always meet employers’ needs and the qualifications that young people take do not always lead to a job. Teachers value the employers working with them to shape the curriculum. A partnership approach can bring together the skills and knowledge of the workforce with the expertise about teaching and delivery in a very powerful way that can change young people’s lives. The evidence highlighted the fact that, as more Studio Schools open and other similar initiatives develop, maintenance of effective employer engagement may be

Recommendations

• The Employment and Skills Board should develop a co-ordinated Humber-wide approach to securing business involvement in schools and colleges.
• Every business should have a meaningful link with at least one school or college and every school should have meaningful links with at least one employer.
• Schools should ensure that teaching and CIAG staff are professionally effective in relation to up-to-date industry knowledge and skills requirements.
• The Employment and Skills Board should lead this work and develop a “guarantee” that no-one should leave full-time education without an appropriate level of employability skills. Employers and providers should adopt a common understanding of what employability skills mean and what employers’ expectations are at specific levels. Providers should sign up to delivering this guarantee through an expanded Hull Employability Charter, and their meeting this should be accepted as evidence by Ofsted in the Humber region during inspections.
• The Employment and Skills Board should develop with employers, schools and providers an assessment matrix and “passport” to help young people and adults evidence the employability skills they have learnt, particularly when entering the labour market for the first time.
• The Employment and Skills Board should investigate the appropriateness of accredited standards, such as “Business Ready”.
• Students should be able to access work experience or a work placement before leaving school, whilst in further education and again whilst in higher education. Schools and providers should encourage students to do this.
• More employers should offer work experience and work placements to people of all ages. The Employment and Skills Board should explore how to increase the number of placements on offer, what additional support may be needed for employers and whether a more co-ordinated approach is needed to allocating placements.
Unemployment

Unemployment across the Humber, like other skills and employment issues, is complex. There is significant welfare dependency, with above average take-up of in-work benefits. Unemployment is often inter-generational and in some families there is a culture of not being in work and facing third generation unemployment. In the Humber both unemployment rates and Job Seekers Allowance (JSA) claimants are above the national average. Through 2012 the local unemployment rate was 10.7% and the national average was 7.9%. This figure has been steadily climbing since 2007 and is the highest it has been since this date. In April 2013 the number of JSA claimants was 32,232, which is 5.5% of the working age population, compared to 3.7% nationally. This figure is slightly lower than at its peak in February 2012, but the figure does fluctuate on a monthly basis.

The other major issue across the Humber is youth unemployment and this is exacerbated by their lack of employability skills. Many employers reported that young people who attend interviews do not have the basic skills that they need, especially when applying for engineering-related jobs. In April 2013, 8,870 18-24 year olds were claiming JSA, with 2,160 having been on JSA for over one year. The 16-18 year olds not in education or training (NEET) figures are also high and in March 2013 the NEET average figure for the Humber was 6.7%, but Hull’s figure was 9.9%. Although NEETs are an issue for the region, unemployed over-45s are also a critical group and unemployed graduates are also a cause for concern.

Some of the work programme providers raised concerns that unemployed people who were hardest to reach and had complex needs did not have adequate support; this was also supported by the research carried out for the Talent Match (BIG Lottery NEET programme). There is a whole cohort of young people who, despite government initiatives, are no nearer gaining employability skills or accessing the labour market due to a lack of support and a lack of understanding of their specific needs.

Organisations and employers who responded raised concerns about some broader issues that affect employment and skills in the region. The proportion of low-skilled jobs in the area is high. This affects disposable incomes and the local economy. In 2012 the average hourly salary was £11.38, compared with £12.88 nationally, and the number of people with no qualifications across the Humber totalled 69,600. Employment, especially in some of the newly emerging opportunities, is often not accessible by public transport, so this needs addressing as new industries are established. Another barrier to employment is the seasonal nature of some jobs, especially in the coastal regions. The rural nature of some of the region is also a factor to consider.

People no longer have jobs for life, so lifelong learning needs to play an increasing role, with people acquiring new transferable skills, such as technical and IT. This is often hampered by the fact that short modular courses are difficult to fund and often employers will not invest in up-skilling their staff, as they believe their staff will leave.

One of the major issues linked with unemployment is the creation of jobs, so there is a need to create more inward investment and attract employers to the areas. Linked to this was the perception of the area - need to raise the game.

Recommendations

- The Employment and Skills Board should be empowered to control and oversee delivery of programmes and set targets to tackle unemployment, working with government departments and agencies.
- The Employment and Skills Board should be granted authority to align resources from the Department for Work and Pensions and European Social Fund to create more effective outcomes.
Up-skilling the workforce

Research carried out by ekosgen showed that “businesses in the Humber are less likely than in the whole of Yorkshire and the Humber to be planning to train their staff. Whilst the majority will provide formal training for their staff over the next three years, one quarter are not planning to do so”.

Employers who want to up-skill their staff find training provision confusing and not easily accessible. Previous research around learner perceptions has also highlighted that learners find provision and qualification frameworks confusing. There is a need, therefore, for more cohesion and several employers have suggested that a single point of access is required. There are already excellent examples of employers and training providers working closely together, but, equally, training providers do not have the funding to develop speculative provision and they often do not do enough preparation work when they meet with employers.

Training providers also said that employers often want immediate solutions and do not want to plan for the long-term needs of the company, so they can find it difficult to do so within the funding and policy regimes they have to work with, an example being that funding is not always available for short vocational courses. Employers also want training provision that fits into their working patterns and is delivered through different methods, such as digital technology.

There is a need to develop greater linkages between employers and training providers, so that provision reflects future employment needs. Often employers do not realise that they have a skills issue and they need to articulate their requirements to training providers and, in general, are not good at this. Likewise, training providers do not always fully understand the sectors they are working with and, therefore, often meet with employers and are not fully prepared. RGF is allowing some innovative provision to be developed; it is, for example, funding an Apprenticeships programme in conjunction with Tata Steel. Recent ESF that has been allocated to the Humber region and colleges’ innovation funding will also allow training providers to meet the needs of employers.

Recommendations

• The LEP should develop a Skills Investment Fund that will be matched by private investment, and explore other ways of incentivising skills investment.
• The Employment and Skills Board should consider how skills provision can be made clearer and more accessible to employers.
• The LEP should promote the benefits of employers investing in their staff, such as through the Humber Skills Pledges.
• The Employment and Skills Board should provide a website that contains readily available information about training for employers and that is linked to the CEIAG and LMI hub.
Enterprise

Evidence was taken from some inspirational entrepreneurs who are growing their businesses in this region. The evidence collected showed that entrepreneurship, enterprise and setting up a business plays a much greater role in the economy than before, but people who want to set up their own businesses find the support confusing and not easily accessible. Entrepreneurism and enterprise need to be built into the curriculum and there needs to be more forward thinking about encouraging enterprise, such as more enterprise projects developed which include training on business planning, marketing and finance.

Enterprise support within schools and colleges is becoming increasingly part of the curriculum and support through For Entrepreneurs Only, Youth Enterprise Hull, EBP and other similar organisations is increasingly getting young people involved in enterprise projects and initiatives, such as the Badgers Sett Enterprise Challenge. There is also a number of other networks and funding available to support enterprise, such as the Young Entrepreneurship Network and the John Cracknell Enterprise Bank.

There are also other funding support available across the Humber to support Youth Enterprise, such as that provided by Goole Development Trust. Acorn Fund and Sirius also supply funding and support for business start-ups. The University of Hull provides a range of support for students who want to set up their own enterprises. The University has supported over 100 businesses through its Enterprise Centre and FE Colleges across the region also provide targeted support; some have drawn down ESF funding to help support their students.

Recent research carried out with young people for the Big Lottery Talent Match programme showed that young people saw being self-employed as a real alternative to more ‘traditional’ routes to employment. Although enterprise activity and support is increasing, there are still areas that need development, including the need for more entrepreneurs who can inspire young people/adults. There is also a need to increase internship programmes for FE/HE students, as well as providing supported internships for young people who have additional support needs.

Evidence showed that one of the barriers to developing enterprise activities in schools is having staff who are innovative and creative. Although some schools are developing models of good practice, such as Malet Lambert School, this practice is not being rolled out across other schools.

Recommendations

- The LEP should increase the number of enterprise mentors through the Humber Skills Pledges, For Entrepreneurs Only and other mentoring networks to share this expertise and provide support for new enterprises.
- The LEP should consider the specific needs of young people starting or growing a business, as it develops its Business Support Strategy.
- Schools and providers should ensure that all students have the opportunity to take part in a meaningful enterprise project, such as forming a Young Enterprise company.
The Commission would like to thank the following organisations who submitted written evidence and/or were interviewed by the Commission.

Able UK
ARCO Ltd
Baysgarth School
Blackrow Engineering
BP
Bridges Hull
Brough Marine Limited
CITB Construction Skills
City Works/Construction Works (Hull) Ltd
Clugston Group Ltd
Community Union
Dalby Offshore
DFDS Seaways PLC
East Riding College
East Riding of Yorkshire Council
E-factor
Fan Frames
Frederick Holmes School
Garthwest
Global Energy Credits Ltd
Goole High School
Grimsby Institute
HETA
Hull and Humber Chamber of Commerce
Hull City Council
Hull College Group
Hull Esteem Consortium
Humber Education Business Partnership
Humberside Fire and Rescue Service
Humberside Probation Trust
Huntcliff School
Jobcentre Plus
KCOM Group PLC
Kingston Recruitment
Lincolnshire Montessori
Malet Lambert School
Middleton’s Glass Ltd
Nortech
North Humberside Motor Trades Group Training Association
North Lincolnshire Education and Economic Engagement Partnership
North Lincolnshire Council
North Lincolnshire Homes Limited
Novartis Pharmaceuticals
NYBEP Ltd
Oasis Academy, Immingham
Phillips 66
Point Engineering
Press Association
Red Herring Games
Sewell Group
Siemens
Sir John Nelthorpe School
Skills Funding Agency
SPI Matrix Ltd
St Bede’s Catholic Voluntary Academy
Steelridge Ltd
Streets Chartered Accountants
Tata Steel
Teach First
The Darley Centre
Union Learn
Unite Union
University of Hull
University of Hull Federation of Colleges
WIL-LEC
Willerby Caravans
Willerby Hill Ltd
Xing
## Statistical data

### Replacement Demand by Sector – 2015 and 2020

<table>
<thead>
<tr>
<th>Sector</th>
<th>% of workforce over 55 in 2011</th>
<th>Replacement demand (no. of workers)</th>
<th>by 2015</th>
<th>by 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>18%</td>
<td>1,200</td>
<td>5,450</td>
<td></td>
</tr>
<tr>
<td>Retailing</td>
<td>17%</td>
<td>1,500</td>
<td>4,350</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>21%</td>
<td>800</td>
<td>4,300</td>
<td></td>
</tr>
<tr>
<td>Business Services</td>
<td>19%</td>
<td>1,600</td>
<td>4,150</td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td>20%</td>
<td>1,000</td>
<td>3,050</td>
<td></td>
</tr>
<tr>
<td>Wholesaling</td>
<td>22%</td>
<td>1,000</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>Agriculture, Forestry &amp; Fishing</td>
<td>28%</td>
<td>800</td>
<td>2,650</td>
<td></td>
</tr>
<tr>
<td>Other Services</td>
<td>22%</td>
<td>900</td>
<td>2,600</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>17%</td>
<td>500</td>
<td>2,400</td>
<td></td>
</tr>
<tr>
<td>Public Administration &amp; Defence</td>
<td>17%</td>
<td>300</td>
<td>1,900</td>
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<tr>
<td>Metals</td>
<td>32%</td>
<td>400</td>
<td>1,700</td>
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<tr>
<td>Hotels &amp; Catering</td>
<td>12%</td>
<td>800</td>
<td>1,650</td>
<td></td>
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<td>Food, Drink &amp; Tobacco</td>
<td>15%</td>
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<tr>
<td>Transport Equipment</td>
<td>29%</td>
<td>100</td>
<td>1,100</td>
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</table>

Source: Regional Economic Intelligence Unit, 2012

### Replacement Demand by Occupation – 2015 and 2020

<table>
<thead>
<tr>
<th>Occupation</th>
<th>% of workforce over 55 in 2011</th>
<th>Replacement demand (no. of workers)</th>
<th>by 2015</th>
<th>by 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Managers</td>
<td>16%</td>
<td>700</td>
<td>4,150</td>
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</tr>
<tr>
<td>Elementary Administration &amp; Service Occupations</td>
<td>20%</td>
<td>1,500</td>
<td>4,100</td>
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<tr>
<td>Transport and Mobile Machine Drivers &amp; Operatives</td>
<td>29%</td>
<td>1,100</td>
<td>3,850</td>
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</tr>
<tr>
<td>Administrative Occupations</td>
<td>20%</td>
<td>800</td>
<td>3,550</td>
<td></td>
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<tr>
<td>Sales &amp; Customer Service Occupations</td>
<td>19%</td>
<td>900</td>
<td>2,800</td>
<td></td>
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<tr>
<td>Skilled Metal &amp; Electrical Trades</td>
<td>28%</td>
<td>400</td>
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<tr>
<td>Teaching &amp; Research Professionals</td>
<td>26%</td>
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<tr>
<td>Managers and Proprietors in Agriculture &amp; Services</td>
<td>28%</td>
<td>1,100</td>
<td>2,350</td>
<td></td>
</tr>
<tr>
<td>Process, Plant and Machine Operatives</td>
<td>17%</td>
<td>400</td>
<td>2,050</td>
<td></td>
</tr>
<tr>
<td>Caring Personal Service Occupations</td>
<td>16%</td>
<td>300</td>
<td>2,050</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Public Service Associate Professionals</td>
<td>20%</td>
<td>500</td>
<td>2,000</td>
<td></td>
</tr>
</tbody>
</table>

Source: Regional Economic Intelligence Unit, 2012

Next > >
### Recruitment Needs by Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>Employment 2011 Baseline (FTEs)</th>
<th>Total Recruitment by 2015 including growth, transformational impact and replacement demand</th>
<th>Total Recruitment by 2020 including growth, transformational impact and replacement demand</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of 2011 emp.</td>
<td>Number</td>
</tr>
<tr>
<td>All Sectors Total</td>
<td>318,814</td>
<td>20,833</td>
<td>65,057</td>
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<tr>
<td>Business Services</td>
<td>30,161</td>
<td>5,658</td>
<td>11,511</td>
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<td>Transport</td>
<td>23,148</td>
<td>4,118</td>
<td>10,270</td>
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<tr>
<td>Health</td>
<td>40,328</td>
<td>1,247</td>
<td>7,499</td>
</tr>
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<td>Construction</td>
<td>24,426</td>
<td>3,285</td>
<td>6,502</td>
</tr>
<tr>
<td>Retailing</td>
<td>27,011</td>
<td>2,380</td>
<td>5,826</td>
</tr>
<tr>
<td>Other Manufacturing NEC</td>
<td>2,844</td>
<td>2,388</td>
<td>5,131</td>
</tr>
<tr>
<td>Education</td>
<td>25,034</td>
<td>-524</td>
<td>3,624</td>
</tr>
<tr>
<td>Wholesaling</td>
<td>20,639</td>
<td>786</td>
<td>3,351</td>
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<tr>
<td>Other Services</td>
<td>15,215</td>
<td>1,500</td>
<td>3,095</td>
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<td>Hotels &amp; Catering</td>
<td>14,027</td>
<td>1,486</td>
<td>2,990</td>
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<td>Other Financial &amp; Business Services</td>
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<td>934</td>
<td>2,273</td>
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<tr>
<td>Machinery &amp; Equipment</td>
<td>3,599</td>
<td>787</td>
<td>1,481</td>
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<tr>
<td>Paper, Printing &amp; Publishing</td>
<td>6,797</td>
<td>222</td>
<td>894</td>
</tr>
<tr>
<td>Minerals</td>
<td>3,781</td>
<td>473</td>
<td>645</td>
</tr>
<tr>
<td>Communications</td>
<td>4,062</td>
<td>180</td>
<td>525</td>
</tr>
</tbody>
</table>

Source: Regional Economic Intelligence Unit, 2012
In the caravan industry there has been an erosion of skills over the years, especially in machinery and joinery.

Skills shortages

- Engineers, electrical and mechanical.
- Design engineers.
- General skills base.
- Electrical apprentices.
- High voltage training.
- Offshore training.
- Full set of STCW training.
- Employability skills.
- Sales skills.
- Resilience.
- Finance and IT.
- Work ethics.
- Broad commercial acumen.
- Basic skills – all aspects.
- Large number of vacancies in the care sector and in driving (logistics). The main problem with this sector is that employers want people with experience, so people who take their HGV qualifications often find it hard to secure work.
- Need to bring the haulage sector together to establish recruitment needs and solutions to these. Perhaps there is a need to develop a mentoring or shadowing programme.
- Skills shortages across all sectors, especially due to the age of current staff.
- Needed to ensure that there was also a focus on the age of current staff.
- Ports and logistics is also an area of concern due to an aging workforce.

Renewables

- Able UK have worked with their partners to look at the skills requirements for the future and predicted the number of jobs and the qualifications required.
- There are plenty of available people, but there is a need to have a population that is trained to meet demand.
- There is a need to invest in the human capital of the area.
- A workforce will be required to manufacture and assemble the different components of the wind turbine towers, so a full range of skills will be required.
- There will be some higher level skills required, but many of them will be at level 3/2, such as shot blasters, welders, painters, and they can be trained over a period of 3 months.
- Scaling up skills to meet the demand will be a challenge.
- Renewables are not looking for a high volume of highly qualified staff; only about 10% of all jobs will require higher skills.
- There will be displacement of skills, but larger companies should be able to cope with this; the main problem will be with the smaller companies who cannot pay the higher wages that the renewables sector will pay.
- There could also be a drain on small micro-companies, because it is estimated that 800 welders will be required.
- Able has calculated that the workforce they will require will be between 3,500 and 4,000.
- Not all jobs will be needed at the same time, so this will require planning.
- It is important that staff are up-skilled, so that companies can take advantage of the new opportunities.
- Need to identify the specific skills that are required.
- Greater requirement for multi-skilled staff.
- Industry not ready to meet the challenges of the offshore wind sector.
- Need to up-skill to meet the short and long term needs of the offshore wind industry.
- Offshore needs multi-skilled staff, because the industry wants to send one person to carry out multiple tasks to service a wind turbine.
- If we do not up-skill workers from outside the Humber area we will service the needs of the market.
- Engineering skills for the new industries now need to cover electronic, fluid, mechanical and hydraulic, and we need to develop a new model for training staff.
- There is a need to develop a new industrial training initiative.
- Investors will need to drive down costs and this can be achieved by not importing goods and workers, therefore, we need to ensure that a local supply chain is available.
- It is vital that we up-skill ahead of demand.
- Although this would be speculative, we need to take the risk.
- There is a need to have a round-table debate about the renewables infrastructure and the skills requirements.
- CATCH is an excellent example of how industry has responded to future needs; this is what we need to do with renewables.
Funding

Provision - general

- Sustainability of funding streams a major problem.
- Humber Education Business Partnership — services have now to be bought in, such as work experience support.
- Best funded initiatives are the ones that have clear outcomes and benefits for learners and employers.

Provision - training

- More funding required to support the delivery of short vocational modules.
- Initiatives and funding for young people with limited cognitive ability.
- Lack of available funding for level 4 qualifications, which means that fewer people progress. This has also affected continual professional development.
- Lack of funding for staff development relating to training of assessors. Increase in apprenticeships means that more talented and quality assessors are required.
- Level 3 loans — guidance very confusing.
- Age Related Grant - process for claiming funding needs to be quicker and smoother.
- Bursaries or incentives for individuals would increase the take-up of training in priority subjects.
- Funding for NEETS is very targeted at hard outcomes, but there is a need to deliver softer skills support.
- Simplification of funding, so employers can understand it better.
- Major challenge is how the Humber will meet the skills deficit without the funding incentives formally offered to employers.
- Changes in NEET re-engagement funding in September 2013 could result in loss of provision across the area.
- The right manufacturing skills are available in the existing workforce and any skills shortages can be covered by training providers developing provision.
- Academies can do things differently.
- Lack of funding to support some curriculum areas, such as Arts and Technology; both are crucial employment sectors, but are overlooked due to the emphasis being on EBacc subjects.
- If more funding was available, NYBEP would focus on the following two areas: (a) build on our programme of accredited modular activities and widen the target group from young people ‘at risk’ to also include, for example, those with specific career or learning aspirations; and (b) we would increase the number of our employer-led programmes — which can take a number of forms, e.g. industry-written resources or careers fairs, but tend to focus on a specific employer or industry sector.
- Lack of funding aimed at young people with additional needs accessing training within their own community.

Employers

- Need more funding aimed at the transition and partnerships between employers and education providers.
- There is a need for greater coherence between funding streams, providers and employers.
- Simplification of funding, so employers can understand it better.

Legislation/policy

- Too many pots of funding; it would be much easier to provide support if there was more joint working between Government departments, but also if, locally, JCP had discretion around supporting people undertaking full-time approved training. Need to have more discussion between BIS, SFA and DWP.
- Current legislation means that JSA claimants can participate in training over 16 hours depending on the type of training, who funds it and how long the claimant has been unemployed. A more flexible and discretionary approach would support longer training.
- Greater discretion over the use of the Flexible Support Fund would enable JCP to support those requiring longer skills training.
- SFA – Transitional Pre-foundation Agreement. There is a need for more flexible outcomes, so that it includes employability skills.
- Policy and funding for young people, especially eligibility criteria, are confusing and a cause for concern.
- The loss of funding for employers through the Enhancement Fund and Innovation Vouchers is having an effect on take-up of training and research. These encouraged employers to access this support who had never taken up training before.
- More discussion between BIS, SFA and DWP.
- Changes in NEET re-engagement funding in September 2013 could result in loss of provision across the area.
Provision

Work placements

- Embedding of work experience within the curriculum.
- Sector Based Academies – these have been delivered across a wide range of sectors, these have proved successful with job seekers and employers, but more opportunities are required.
- Feed Britain’s Future – a national initiative, which engaged with all parts of the food industry to offer work experience within a range of sectors, this included careers talks and work placements.
- The University also provides a range of graduate employment support, such as KTPs, Internships, University Careers Service. They have also developed an Employment Strategy.

Employability skills/CEIAG/Careers advice

- Consultancy support to enable schools and colleges to embed employability skills within the curriculum.
- Employability programmes – Humber EBP
- LMI packages – Humber EBP (licensed access).
- Teen Tech event (Y8 pupils).
- Future Hull and East Riding – new initiative that will bring together a range of agencies to provide support for young people. (A separate paper is available, if more information is required).
- Hull Employability Charter: they have approximately 40 employers signed up to the Charter, but they have concerns over the number of schools that have signed up.
- Paul Sewell’s Skills Academies.
- Dockgate Plus project developed with JCP.
- Schools are not participating in CEIAG events due to a lack of capacity or the cost of transport.
- Some schools are only releasing specific pupils to attend events, rather than giving all students the opportunity.
- LMI is not static and is forever changing; therefore, EBP do fortnightly up-dates.
- The EBP also offer sector days that are accessible to all schools.
- There is a mismatch between the CEIAG support for young people and support for adults. Adults generally get much better advice.
- There is a greater need to join up services across the local authorities, local businesses, advice services and employment services.
- Many young people do not get correct advice from their families, due to many parents facing second generation unemployment.
- There is a need to promote the fact that learning is normal and is a way of changing your life.
- One major problem is that CEIAG that is supplied to prisons through the SFA contract does not meet their requirements.
- There is a need to ensure that young people follow appropriate career pathways.
- Goole High School invites employers regularly to attend assemblies and they can inspire pupils about different careers/employability skills a lot more than any teacher.
- NYBEP - To keep it simple: as we work predominantly with 14-16 year olds, we cannot underestimate the positive impact of interventions that engage young people with the business community – in any form. Every interaction has the chance to inspire or unlock potential and to start to develop essential employability skills and the understanding that these transferable skills will be key to a successful career and stand the individual apart in an increasingly competitive job market.
Malet Lambert School

• A large percentage of Career Advisors’ time is spent talking to employers, so that the school has appropriate LMI to pass on to the students.
• Employability skills in young people are essential.
• It is important that employers come into schools and that there is interaction between them and the students. An employer can influence young people better than any teacher.
• Students also need to go out on work experience and career related events.
• At the moment Malet Lambert are undertaking a piece of research on the impact of the work on students and how their perceptions have changed after being involved in the activity and initiatives that the school has carried out.
• Parents have fed in the fact that they have seen changes in their children, since they have been involved in enterprise activity.
• After students have been involved in employability activities, the school has seen a difference in attendance and behaviour.
• Employability skills are also embedded into the school curriculum through the students’ records of achievement.
• The school does have the lowest NEETs figures in the city and they feel that the work they do is reflected in these figures.
• It is important that students have the right skills to progress on to college.
• An example – they have the highest number of students taking up apprenticeships with HETA, which is partly due to the fact that the school invited HETA in to prepare the students.
• One of the major aims with careers guidance is to make sure that the pathway that the young people take is right for them, not the school.
• It is really important that a young person gets face-to-face CEIAG remove full stops) and not through a website.
• The school should also ensure that guidance is independent - Malet Lambert employs an independent careers guidance person for 3 days per week.
• This independent guidance should also be quality assured.
• The CEIAG should also be right for this geographic area and should be linked to available jobs.
• Employers have the biggest impact, especially when working with small groups in a workshop setting.
• Malet Lambert is the only school to have Business Ready, which is a formal accreditation. More schools need to undertake this accreditation.
• It is important that schools build relations and network with employers.
• This type of work needs support from the senior leadership team, because this ensures the work will be sustained.
• It is important that people who carry out the role have industrial experience.
• One of the barriers is that schools find it difficult to find the time/space for this type of engagement, especially schools that have different priorities or challenges because of performance.
• It is important that schools have a work experience co-ordinator and career guidance staff; this allows development of the range of activity and support that they can offer.
• The culture of the school is driven very much by the head teacher, since they have to commit the funding for this type of work, as well as free up staff time.
• AimHigher provided inspirational activities for young people, and one previous student from the school who went to Oxford said he would not have applied, if it had not been for this initiative – it was one of the early government cuts.
• The culture of the school is driven very much by the head teacher, since they have to commit the funding for this type of work, as well as free up staff time.
• Enterprise support
• Entrepreneurism, enterprise and setting up your own business plays a much greater role in the economy than it used to do.
• Adults and young people need inspirational people to encourage them and mentor them in setting up their own businesses.
• Entrepreneurism and enterprise need to be built into the curriculum and schools need to be more forward thinking about encouraging enterprise.
• There needs to be more enterprise projects developed in schools that include training on business planning, marketing and finance.
• Head teachers can be the biggest barriers in schools, because they are not creative or innovative.
• There needs to be more of a culture of ‘go for it’. In England there is always a fear of failure. In America failure is just part of the learning process.
• Pathway to enterprise opportunities based on vocational experience.
• Enterprise support, Primary phase (bought-in service from Humber EBP)
• Transforming Communities provision, including enterprise and entrepreneurial skills.
• Supported Internship programme (students who have additional support needs).
• NET 315 Enterprise programme.
• University of Hull provide a range of support for its students.
• One of the real skills shortages relates to business support; businesses do not realise what support is available.
• NYBEP - the skills essential to successful enterprise and entrepreneurship (including business creation / start up) underpin all our programmes. Learners are provided with opportunities to develop and/or refine these skills, either through our programmes ‘bought in’ by schools and colleges, or through the funded activities we provide, including, for example, the Entrepreneur Exchange – a group of entrepreneurs active in working with and mentoring young people aged 14+ with aspirations to start their own business.
Targeted provision

- Smart move.
- Snapchat.
- PACE (Preparation for Apprenticeships, College and Employment).
- Prince’s Trust provision.
- Core Foundation Learning Provision.
- Pre-employment programmes.
- Studio Schools.
- HETA – motivational coaches.
- Work programme – to access the work programme claimants need to have been unemployed for over 1 year, if the person is over 24 years old, and for 9 months, if under 24.
- European Social Fund – aimed at families with multiple needs. Inter-generational unemployment, truancy, drug taking. Targeted at 1,000 families in Hull.
- University of Hull provides a wide range of provision and support to employers.

Target provision – offenders

- By the time adult males reach 30, 1 in 3 will have some form of criminal record.
- Someone who was an ex-offender and was in employment had a 50% lower chance of re-offending.
- ‘Long term’ is not in an offender’s vocabulary. What they want is short-term solutions.
- Work expertise is essential for probation clients, because many of them do not have a history of employment and need to demonstrate that they have employability skills.

Target provision – RGF

- Both RGF 2 and RGF 3 have a focus on skills and employability.
- RGF 2 has allocated £13m for employment and skills; the focus is engineering due to Siemens.
- RGF 2 is a 5/6 year programme, so the level 3 engineering apprenticeships can be funded.
- 850 engineering apprenticeships will be created; 100 have been created at present.
- Up-skilling packages are also available that will allow employees to up-grade their level 2 engineering qualification to a level 3.
- Some of the strands have not started, such as up-skilling packages and the wage subsidies for unemployed and disadvantaged groups that will provide approximately £4,000 in subsidy for the first year.
- Wage subsidies can also be linked to up-skilling packages.
- Funding always goes to the employers.
- RGF 3 has 2 strands – £10 million aimed at operations and maintenance on the South Bank that duplicates the North Bank RGF2 programme.
- The RG2 North Lincolnshire (£10m) main aim is job creation. The main focus is business growth and includes up-skilling packages, the creation of new apprenticeships, wage subsidies.
- Companies have job targets that they have to meet and sustain for 3 years.
- RGF 2 NL is funding an apprenticeship project with Tata Steel and HETA, but they are committed to reaching the job targets. They provide employment and training, until apprentices can be placed with an existing company.
Issues

Pre-16 provision

- Academies do not have to provide work experience.
- Educating young people to believe that engineering is a fantastic opportunity.
- Literacy, numeracy and IT skills – school leavers do not have these.
- Raising aspirations in young people and extending their range of experiences.
- Children often learn better outside the school environment and the Commission needs to investigate this further and look at what learning experiences are most effective.
- A lack of a consistent approach across the Humber in all aspects of enterprise
- Even though young people have skills, due to the competition they do not get the jobs, because they cannot sell themselves. Young people often find it hard to express themselves and this is a major barrier to young people getting work.
- There is a need to build the ‘holistic skills’ of young people – and a sense of self-achievement, confidence and aspirations.
- Qualifications undertaken by young people do not lead to a job.
- Education and work are often dislocated.
- It is about delivering a curriculum that meets the employers’ needs.
- A traditional curriculum is too busy to look at the softer skills that employers need.

Employers are needed to help shape the curriculum, because very few teachers have experience of the ‘world of work’. Many of them move from to school to university and back to school, so do not know what employers want.

NYBEP’s ESF-funded programme targets small groups of vulnerable pre-16 learners (identified as at risk of becoming NEET). The programme takes place in short, bite-sized modules and is often linked to an accredited outcome and/or work experience placements.

NYBEP also runs activity designed to provide a high-impact burst of inspiration and motivation at key points in a young person’s journey. This could range from a 20-minute input from appropriate business partners to a full day activity/event with large numbers.

Schools, in particular, are affected by a number of factors that limit their ability to provide access to programmes for their learners. Whilst funding would help in some cases, it would not address pressures such as curriculum demands. We need to continue to develop and share models of good practice to demonstrate innovative approaches to integrating work experience and employability programmes into the curriculum, so that they are not seen as another layer of work, but as a vehicle to achieve learning objectives.

Post-16 provision

- Lack of higher-level skills professionals attracted to the area, especially people to lead and grow businesses.
- Employer responses focus on immediate needs rather than planning for the medium/long term.
- Literacy and numeracy support should be tailored to ‘real work situations’.
- Need to train people to level 3 and 4 for the renewables sector, but also need to have clear progression routes from level 1 and 2.
- Need to develop more 16-18 and University work experience placements
- There are no longer any specific caravan industry qualifications, such as apprenticeships, delivered in the area. This is mainly due to the fact that the industry cannot afford to take on apprenticeships.
- In the creative and digital sector HE and FE sectors courses do not always relate to students gaining employment, though things are moving in the right direction and employers are being asked to engage more with schools.
- Students who want internships in creative and digital tend to go for the bigger companies, because they feel that there are more opportunities to gain employment through them.
- Training needs to be flexible - does not always require September starts and there need to be different delivery mechanisms, such as digital.
Apprenticeships

- Shortage of employers for apprenticeships.
- Reluctance to employ apprentices, because many are not suitable or do not have the skills to do the work.
- SMEs often need apprenticeships that work across different disciplines, such as administration and marketing, and training is not geared up for this.
- Employers – reluctance to train, because staff/apprentices leave.
- Cost of employing an apprentice.
- Pre-apprenticeship training (big issue - all aspects).
- Apprenticeships – run in partnership with colleges and training providers. Finding employers to take on 18-24 year old apprentices is a struggle, because they mainly want to employ 16-18 year olds.
- Fluctuation in the number of apprenticeships due to apprenticeship rules and constraints.
- Apprenticeships are a real opportunity for young people to develop their skills, but employers do not always fully understand them.
- There is a need to bring back traditional apprentices who learn their trade over 3/5 years.
- SM companies do struggle to cope with apprenticeships and more funding initiatives should be considered which would encourage employers to increase the number of apprentices they train.

- There is a need to make apprenticeships a lot more accessible.
- EYRC not sure if the existing frameworks for apprenticeships can respond to changes the public services are facing.
- Very few funding streams that councils can access to up-skill their staff. Apprenticeships are a good way of up-skill the staff, but the removal of the age restriction for apprenticeships is not mirrored by the funding that is available.
- Blackrow Engineering have taken apprenticeships on, but they have found it really difficult to get a renewables based work-based assessment. They need a company with the relevant facilities, so they can apply their learning.
- Tata has a well-developed apprenticeship scheme. 500/600 applications for 50 apprenticeships. Mainly 19-20 years, but did get some applications from people in their 30’s. Main problem is that funding is not available for apprenticeships for older workers, so employers are not encouraged to take them on.
- Apprenticeship packages are aimed at very specific skills or job roles and they need to be more flexible to meet the changing needs of employers.
- There are some really excellent apprenticeship schemes that produce some highly skilled apprentices, but there are others where the value is questionable and which are not actually linked to a ‘real’ job.

Training Providers

- Providers tend to approach employers on an individual basis rather than collectively.
- Lack of preparation of mainstream education providers when working with employers.
- In the Humber region there are plenty of training providers, but there is a need for local alignment of provision across them.
- EYRC not sure if the existing frameworks for apprenticeships can respond to changes the public services are facing.
- Very few funding streams that councils can access to up-skill their staff. Apprenticeships are a good way of up-skilling the staff, but the removal of the age restriction for apprenticeships is not mirrored by the funding that is available.
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CEIAG/LMI

- Improving information on opportunities.
- Employability skills.
- There is a need to have more employers involved, especially in relation to coaching and mentoring.
- Business intelligence, especially about the current and future high-level skills needs of businesses and key organisations (this applies to all levels).
- LMI – need regular research.
- EBP is a bought-in service, so a percentage of pupils do not have access to the services that they offer. Schools that buy into the service also do not always use the information effectively with students.
- There is a need to fund the right sort of work experience.
- Parents need to understand the opportunities that are available for their children.
- Many young people do not know about the roles that are available and they do not see manufacturing or production as a viable career route.
- There needs to be more connection between business and education, so that education understands the future needs of employers and related opportunities.
- Employability skills should be part of the core curriculum and there should be more emphasis on STEM subjects.
- Most students who qualify migrate from the area, so it is vitally important that we keep this skill-set here.
- There is a need for more engagement between creative and digital local employers and FE and HE providers, so that students are aware of the opportunities in the area.
- There is a need also to raise awareness of self-employment opportunities in the creative and digital sector.
- Due to business pressures companies sometimes have to reschedule visits to schools and, therefore, the work with the school or academy has to be rescheduled at very short notice.
- Some areas of the Humber only have a narrow commercial base and are made up of SMEs and this means that good quality work experience is difficult to achieve.
- Another issue is work placements, because, as employers slim down their workforce, it is much harder for people to take on work experience students. Students often want work placements that are not available for under-16s, such as in leisure centres.

Employers

- Employers need to understand the value of apprenticeships.
- Too much information for employers; they need it simple and understandable.
- Improve the employers’ ability to train and develop their own people in-house rather than wasting money on outside provision, which historically has little impact on up-skilling the workforce or creating employment opportunities.
- Employer-based funding for training can result in employers using public funding for statutory training or cutting their existing training budgets. It also favours large employers who have the capacity to manage funding and deliver the training.
- Employers do not always recognise that they have a skills issue and need to be encouraged to invest in the skills of their staff.
- Employers need to articulate their requirements to training providers and, in general, are not good at this.
- Business engagement needs to be rooted in impact.
- If asked, businesses are prepared to give their time and expertise, but schools do not always know what to ask. Employers are happy to work alongside schools to ensure that what they do is in context.
- One of the issues with Studio Schools is how to maintain the employer when more schools open.
- Lots of employers, such as large supermarket chains, are now saying they cannot afford to train staff because of the lack of budget. This also includes local creches where staff need to have statutory qualifications to work with young children, but the employer claims they cannot afford to send them on the courses because of the cost and also because of the hidden cost of having to back-fill the post. These are some of the major barriers to people being trained.
- The caravan industry does not have any trouble recruiting and a recent advert for 60 jobs had 500 applications; what was different was the standard of applicant. In 2004 they had 1,000 applicants and they had much higher skills.
Employment

- Low-skilled jobs – number too high.
- Appropriate supply and demand (both in training and workforce).
- Transport links: many of the new developments are not accessible via public transport.
- No support for very hard-to-reach and the barriers they face.
- Many local people are influenced by their families and they lack role models and aspirations. There is often inter-generational unemployment and in some families there is a culture of unemployment (third generation unemployment).
- Another barrier to employment is the seasonal nature of some of our jobs, especially in the coastal region.
- Unemployed university students are also a cause for concern.
- Unemployed over-45s are also a critical group.
- Renewables – presently, there are 33,000 job seekers, but the problem is to ensure that these people are in the best position to apply for jobs.
- Jobs in some sectors are not appealing, especially for young people (ports and logistics and care).
- The public sector did have an effective ‘skills escalator’ that allowed people to progress to higher level jobs, but this has been affected by the reduction in government funding for public services.
- Need also to raise awareness of self-employment opportunities in the creative and digital sector.
- There is a whole cohort of young people who, despite government initiatives, are no nearer gaining employability skills or accessing the labour market due to a lack of support and a lack of understanding of their specific needs.
- Decreasing budget in the public sector is a major challenge to recruitment, therefore, in ERYC there is a policy of not recruiting where possible – using temporary employment instead. Young people are the most disadvantaged in this area because of their lack of experience and the workforce is now becoming unrepresentative (young people, people with disabilities, ex-offenders all affected).

Infrastructure/Communications

- Lack of coherence and partnership working.
- Duplication of organisations and networks.
- Greater need for links with Sector Skills Councils and briefing events at local and regional levels.
- Perception about the area – UK-wide difficulty in attracting talent to the area.
- There needs to be more joined-up thinking at a strategic level between employers and training providers.
- Some sectors hard to engage with, such as health and social care. Greater role for Sector Skill Councils to facilitate this employer engagement.
- Need to understand the bottlenecks.
- The development of UTC seems to duplicate provision that is already provided by other schools and colleges in the area.

Policy/legislation

- Remove the statutory framework for work-related training; they think this can be done post 16, by which time many young people have become disengaged.
- Too much bureaucracy.
- Abandonment of programme-led apprenticeships.
- Forever changing school/college curriculum/syllabuses.
- Focus on NEETS is diverting resources from older workforce and in-house training.
- New focus on loans will deter people from higher level skills achievements.
- Funding policy, which means the sector lost in one year £630 million for training and education, because of errors in the department; this meant that students lost out on opportunities.
- Kickstart building and construction, which will lead to greater economic growth and increased employment.
- Education Bill – made work-related training optional.
- The Government needs to be clear about where its localism agenda is going.

- We also need to look at how we award contracts in the region: Virgin has just been awarded the delivery of a sexual health contract in NEL.
- What we need to remember is that creation of wealth actually drives the economy and jobs.
- Although the development of offshore wind is an important sector, there is a need for a balance across all sectors.
- Concerns over the government approach to education, especially about narrowing the curriculum through the EBacc. Concern that this will damage the wider educational provision for all students.
- The fact that parents cannot claim child benefit for young people with additional needs attending courses within their own community or run by community groups, even if there are no other suitable courses within the city.
Make a difference

Pre-16 provision

• Start early with young people
• Extend the business mentoring programmes with young people.
• Renewables will give young people who do not want or are unable to follow an academic route a real chance of a well-paid career.
• Contents of qualifications are not what employers require, so Goole High School ensures that every student has 5 good GCSEs, but they then do qualifications/courses that are work-related.
• The English education system does not put the same value on vocational routes as on academic routes.
• With the German system there is much more flexibility about how the vocational and academic routes work together.
• A curriculum that allows key work-related skills to be properly integrated. Schools have immense pressure on them to meet the requirements of OFSTED.

Post-16 provision

• Humber needs to develop a robust skills plan and ensure that there is a skilled workforce.
• Greater joint collaboration by training providers with employers, so they can bid for funding on a Humber-wide basis with a Humber offer.
• Need to develop closer relationships with employers, so that curriculum is new and innovative.
• There is a need to secure funding, so that it can be invested in the future development of skills in the area.
• Renewables need to look at models developed at Cuxhaven, Bremerhaven and the one developed by Nissan.
• More effective incentive programme for employers to actively engage apprentices (16-24).
• More sandwich courses for graduates.
• Free higher education for Advanced Apprenticeships.
• Free training for companies that employ locally.
• Employers in the driving seat.
• Better skills assessments.
• Specific skills training for specific, real-life roles.
• Creation of a strategy for the region based on current and future employer demands – employer-led.
• Renewables investors are looking for initiatives and developments that will give them a competitive advantage and confidence that the area can deliver. (One Korean company has met with North Lindsey College and was very impressed, because they are going to set up a pre-production testing facility. This will allow local people to train in advance of investors locating to the area).
• Need to move education provision back into the employer sector and away from the education sector with one core organisation building the employer links.
• Development of sector-based academies and sector-based skills plan.
• Multi-partner delivery of courses at a central shared location that will deliver a resilient and student-centred learning experience.
• Joint prospectuses for specific themes.
• Better coordinated CEIAG.
• Have long-term apprenticeships from 18-23 with in-built progression.
• Properly targeted support for young people with additional/special needs. Properly funded assessments of their needs, specialist teaching/support, more funding for small-scale community projects that can provide this.

CEIAG/LMI/Career advice

• Teaching staff need training in employability skills.
• Move the Humber EBP out of Local Authority control, so it is independent and can build better relationships with employers.
• Develop a guidance service related to jobs and careers as opposed to courses.
• Staff placements in industry (training providers).
• Raise awareness of the jobs in key sectors and promote the fact that young people can gain the skills to attain them.
• One source of information that can be used by all.
• Employability skills and where the economy is going, but this needs to be at a level which people can understand.
• Workforce development needs to be joined up.
• Accessible information and support.
• It is really import to match work experience with future opportunities.
• Career CEIAG is not always impartial and focussed enough and there needs to be an independent group to push this forward.
• STEM areas are not getting enough attention and young people often get an ‘oily rag’ impression of engineering trades. This is not the case and there are opportunities in logistics, project management and procurement.
• It would be really helpful to have a central source of information that will include the companies that will provide support to schools and what they will do.
• There is a need for the Humber to look outside the area and form wider partnerships; this would bring in new perspectives and expertise and form stronger partnerships.
Employers/Employment

- More employment for young people - lack of employment opportunities is the biggest barrier to young people progressing.
- More employer-sponsored training; this does not mean that they have to pay for the training, but that there is a guaranteed job at the end.
- Wage subsidies for employers.
- Funding and facilitating staff to work with employers to prepare activities that are accessible to young people with additional needs. More work placements required.
- Greater marketing of support available to employers.
- More engagement by employers.
- One of the services that could be provided for inward investment is a supported recruitment service. (North Lincolnshire has provided a similar service for employers relating to apprenticeships. City Works in Hull provided a similar service for St Stephens when it opened.).
- Do you fund work experience places, so that pupils/adults get a quality experience?
- Siemens’ philosophy in regards to skills is a ‘cradle to grave’ approach, so they work with primary schools right through to universities.
- Siemens engage with education to ensure that they have the right skills, at the right time and in the right quantity.

Policy and legislation

- National policy mitigates against the development of local policy; too many changes affect the life chances of the future workforce.
- Forever changing national policy takes too much teaching time up.
- Need to raise awareness of the funding/provision available for young people and employers.
- Ensure that contracts for work are kept local, thereby encouraging local employment.
- Access to local contracts up for tender.
- Transform planning.
- Keep bridge tolls low.
- Bring more investment to the area, because this creates employment.
- We need to raise the game.
- Learn from other areas that are making more progress.
- Encourage more businesses to be innovative.
- Siemens can be seen as an opportunity, since they are manufacturers and will raise the profile of manufacturing in the area. There is also a query about the amount of supply chain operators for Siemens that will be based in this area.
- There is a need to promote the Humber as a hub for creative and digital and Platform has developed lots of activity to raise awareness.

Communications

- More collaborative working among local business to share knowledge.
- Work closely with industry to develop skills networking.
- One point of contact - make it simple. There is a need to bring it all together, because support and information are very fragmented and need to be joined up better. There is a need for more cohesion and a single point of access.
- Collaboration and liaison are key to these sorts of developments.
- Collaboration is also important if you want a well-qualified workforce.